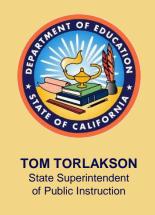# CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)
QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS) BLOCK GRANT

Funding Opportunity Information
Preliminary Webinar
October 16, 2014
Presented by
Early Education and Support Division
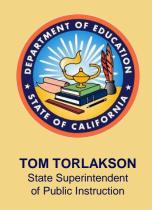**California Department of Education**

Purpose of Webinar

- To provide an overview of the bill language (Senate Bill 858, California *Education Code,* Section 8203.1
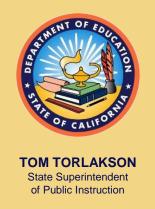
http://www.cde.ca.gov/sp/cd/op/cdprograms.asp

- To explain the preliminary
  – Application Priority Levels
  – Possible Application Requirements

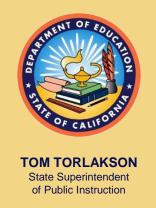# State Superintendent of Public Instruction (SSPI) Administers the grant

- Funds to local consortia for support of local "early learning quality rating and improvement system" (QRIS) to increase number of low-income children in high-quality preschool programs

- *Education Code (EC)* Section 8203.1 (a)

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QRIS

- Locally determined for continuous quality improvement
- Rating structure with progressively higher quality standards
- Provides supports & incentives
- Monitors & evaluates impact on child outcomes
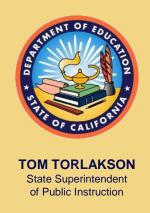- Disseminates info to parents & public

- *EC* Section 8203.1 (b)(1)

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Local Consortium

- Local or regional planning body
- Has a lead agency
- Representation from:
  - LEAs
  - First 5 county commission
  - Postsecondary ed. institution
  - LPC
  - R&Rs
  - Other agencies serving children birth to 5 years

- *EC* Section 8203.1 (b)(2)

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Quality Continuum (QC) Framework

- Tiered rating matrix (TRM) to implement the QRIS

- TRM includes 3 common tiers shared by all participating consortia

- Any change(s) to common tiers must be approved & adopted by all

- Based on QCF in place on/before 7/1/14

- *EC* Section 8203.1 (b)(3)
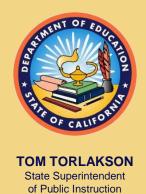
- *EC* Section 8203.1 (c)

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QC Framework

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Quality Continuum Framework	
Common QRIS Elements	**Common Tools and Resources**
1. CHILD DEVELOPMENT AND SCHOOL READINESS	
a. **Early Learning and Development Standards** to include developmentally, culturally, and linguistically appropriate teaching strategies, interactions and environments.	a. The *California Infant/Toddler Learning Development Foundations* and *Preschool Learning Foundations* The companion CDE Curriculum Framework documents The Preschool English Learner (PEL) Guide
b. **Comprehensive Assessment System** to include a developmental and behavioral screening with follow-up and ongoing observational child assessment.	b. Desired Results Developmental Profile (DRDP) 2010 Desired Results Developmental Profile – School Readiness (DRDP-SR) Ages and Stages Questionnaire (ASQ) or comparable, validated screening tool.
c. **Health Promotion Practices** to include mental health and health screening.	c. The *California Infant/Toddler Learning and Development Foundations,* the *Preschool Learning Foundations* and companion curriculum framework documents A valid and reliable health and mental health screener Environment Rating Scales (ERS) family of tools Center on the Social and Emotional Foundations for Early Learning (CSEFEL) pyramid model DSS/CCL Title 22 health and safety licensing standards The USDA Child and Adult Care Food Program Guidelines

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QC Framework cont.

2. TEACHERS AND TEACHING	
a. **Early Childhood Educator Qualifications**	a. Common Core Curriculum-aligned 8 lower division courses CDE Competencies Self-Reflective tool (available 2012-13) Professional Growth Plans as required by the Commission on Teacher Credentialing (CTC).
b. **Effective Teacher-Child Interactions**	b. Classroom Assessment Scoring System™ (CLASS™) family of tools Program Assessment Rating Scale (PARS) ERS
3. PROGRAM AND ENVIRONMENT	
a. **Licensing and Regulatory Requirements to include both DSS/CCL Title 22 and CDE Title 5 regulatory requirements.**	a. Title 22 (DSS) Title 5 (CDE)
b. **Program Administration and Leadership**	b. ERS Program Administration Scale (PAS) Business Administration Scale (BAS); (See section D).
c. **Family Engagement**	c. ERS *Strengthening Families* ™ Five Protective Factors
d. **Effective Data Practices**	d. National Data Quality Campaign's Framework

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Tiered Rating Matrix

QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

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ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/observation tool aligned with CA *Foundations & Frameworks*[1] twice a year	☐ DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent)* used at entry, then: 1. Annually **OR** 2. Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND** ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	☐ Meets Title 22 Regulations [**Center:** 12 units of Early Childhood Education (ECE)/Child Development (CD) **FCCH:** 15 hours of training on preventive health practices]	☐ **Center:** 24 units of ECE/CD[2] **OR** Associate Teacher Permit ☐ **FCCH:** 12 units of ECE/CD **OR** Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** ☐ 21 hours professional development (PD) annually	☐ Associate's degree (AA/AS) in ECE/CD (or closely related field) **OR** AA/AS in any field plus 24 units of ECE/CD **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree in ECE/CD (or closely related field) **OR** BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) **OR** Program Director Permit **AND** ☐ 21 hours PD annually
4. Effective Teacher- Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** ▪ Emotional Support - 5 ▪ Instructional Support –3 ▪ Classroom Organization – 5 **Toddler**	☐ Independent assessment with CLASS with minimum CLASS scores: **Pre-K** ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 **Toddler** ▪ Emotional & Behavioral Support

[1] As of 01/2014 approved assessments are: Creative Curriculum GOLD and Early Learning Scale by National Institute of Early Education Research (NIEER)
[2] For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.

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Tiered Rating Matrix cont.

1. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** ▪ Emotional Support - 5 ▪ Instructional Support –3 ▪ Classroom Organization – 5 **Toddler** ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5	☐ Independent assessment with CLASS with minimum CLASS scores: **Pre-K** ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 **Toddler** ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
2. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ **Center:** Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ **FCCH:** Title 22 Regulations *(excluded from point values in ratio and group size)*	☐ **Center - Ratio: Group Size** **Infant/Toddler** – 4:16 **Toddler** – 3:18 **Preschool** – 3:36	☐ **Center - Ratio: Group Size** **Infant/Toddler**– 3:12 **Toddler** – 2:12 **Preschool**– 2:24	☐ **Center - Ratio: Group Size** **Infant/Toddler** – 3:12 or 2:8 **Toddler** – 2:10 **Preschool** – 3:24 or 2:20	☐ **Center - Ratio: Group Size** **Infant/Toddler** – 3:9 or better **Toddler** – 3:12 or better **Preschool** – 1:8 ratio and group size of no more than 20
3. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
4. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, **OR** Administrative Credential **AND** ☐ 21 hours PD annually
TOTAL POINT RANGES					

Program Type	Common-Tier 1	Local-Tier 2[1]	Common-Tier 3	Common-Tier 4	Local-Tier 5[2]
Centers 7 Elements for 35 points	**Blocked** (No Point Value) – Must Meet All Elements	**Point Range** 8 to 19	**Point Range** 20 to 25	**Point Range** 26 to 31	**Point Range** 32 and above
Infant-only Centers 6 elements for 30 points	**Blocked** (No Point Value) – Must Meet All Elements	**Point Range** 7 to 15	**Point Range** 16 to 21	**Point Range** 22 to 26	**Point Range** 27 and above

[1] Local-Tier 2: Local decision if Blocked or Points and if there are additional elements
[2] Local-Tier 5: Local decision if there are additional elements included

CQI Pathways

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CORE I: CHILD DEVELOPMENT & SCHOOL READINESS

School Readiness

Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	CORE I.1 Child Observation and Assessment
RTT-ELC Core Tool(s) & Resources	• CA Foundations and Frameworks: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • Preschool English Learner Guide: http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf • Desired Results Developmental Profile Assessment (DRDP) Tools: http://desiredresults.us/index.htm • National Data Quality Campaign's Framework: http://www.dataqualitycampaign.org/ • Ages and Stages Questionnaire (ASQ): http://agesandstages.com/

Social-Emotional Development

Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	CORE I.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	• CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3): http://www.cainclusion.org/teachingpyramid/trainingmodules.html • CA Foundations and Frameworks - Social-Emotional Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • Ages and Stages Questionnaire – Social Emotional (ASQ-SE): http://agesandstages.com/asq-products/asqse/

Health, Nutrition, and Physical Activity

Goal (Pathway)	• Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	• CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	• CA Preschool Foundations and Frameworks– Health and Physical Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • Infant/Toddler Program Guidelines: http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf • CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • USDA Child and Adult Care Food Program Guidelines: http://www.fns.usda.gov/cacfp

CORE II: Teachers and Teaching

Effective Teacher-Child Interactions

Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	CORE II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	• Classroom Assessment and Scoring System (CLASS) for relevant age grouping: http://www.teachstone.com/the-class-system/ • Program for Infant-Toddler Care (PITC): http://www.pitc.org/pub/pitc_docs/home.csp. Program Assessment Rating Scale (PARS), as applicable and available *** No current source Web page for PARS**

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CQI Pathways cont.

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Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	• Common Core 8: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm • Early Childhood Educator (ECE) Competencies: http://www.cde.ca.gov/sp/cd/re/ececomps.asp • ECE Competencies Self-Assessment Tool: http://ececompsat.org/ • Professional Growth Plan
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
Goal (Pathway)	The program indoor and outdoor environments support children's learning and development.
Related Element(s)	CORE III.6 Program Environment Rating Scale(s) (ERS)

RTT-ELC Core Tool(s) & Resources	• Environment Rating Scales: http://www.ersi.info/index.html (Harms, Clifford, Cryer):
	   o Infant-Toddler Environment Rating Scale (ITERS),
	   o Early Childhood Environment Rating Scale (ECERS),
	   o Family Child Care Environment Rating Scale (FCCERS)

Program Administration	
Goal (Pathway)	The program effectively supports children, teachers, and families.
Related Element(s)	All
RTT-ELC Core Tool(s) & Resources	• Business Administration Scale (Family Child Care) – (BAS): http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Program Administration Scale (Centers) – (PAS): http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/ **OR** • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/fy-2014-pdfs/fy-2014-ohs-monitoring-protocol.pdf and continuous improvement through a Program Improvement Plan (PIP)
Family Engagement	
Goal (Pathway)	Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	All (III.6 ERS *Provision for Parents* Indicator)
RTT-ELC Core Tool(s) & Resources	Strengthening Families™ Five Protective Factors Framework: http://icfs.org/pdf/FiveProtectiveFactors.pdf

Eligibility

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- For 2014-15, existing consortia with APs have first opportunity

- Implement a QRIS incorporating the QCF

- Set ambitious yet achievable targets for CSPPs to reach tier 4

- Develop an action plan

- Describe how funds will be used to:
  - Increase CSPPs in tier 4
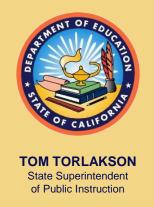 - Support CSPPs at tier 4 or higher

- *EC* Section 8203.1 (d)

- *EC* Section 8203.1 (e)(1)-(4)

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Distribution of Funds

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- SSPI, in consultation with the Executive Director of the State Board of Ed.

- Develop a process to ensure applying consortia are eligible

- Base the funding amount on the number of CSPP slots in the county or region
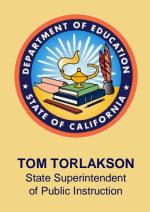
- *EC* Section 8203.1 (f)

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Use of funds

- Activities that:
    1. Support and improve quality
    2. Assess quality and access
- Awarded to CSPPs & LEAs
- Priority: to support CSPPs at tier 4 or higher
- Limitation: No more than 20% on assessment and access projects
- Include FCCHENs that provide CSPP services

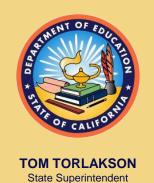- *EC* Section 8203.1 (g)

- *EC* Section 8203.1 (h)

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California State Preschool Numbers per county

CSPP Slot Numbers

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County	California State Preschool Children (CSPP) (2013-14)
Alameda	9,322
Alpine	11
Amador	138
Butte	947
Calaveras	120
Colusa	50
Contra Costa	4,519
Del Norte	107
El Dorado	817
Fresno	7,507
Glenn	194

County	California State Preschool Children (CSPP) (2013-14)
Humboldt	601
Imperial	1,813
Inyo	174
Kern	5,076
Kings	1,377
Lake	498
Lassen	70
Los Angeles	51,172
Madera	833
Marin	760
Mariposa	--

CSPP Slot Numbers cont.

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County	California State Preschool Children (CSPP) (2013-14)	County	California State Preschool Children (CSPP) (2013-14)
Mendocino	528	Sacramento	7,110
Merced	2,016	San Benito	263
Modoc	154	San Bernardino	11,025
Mono	43	San Diego	15,714
Monterey	2,823	San Francisco	4,708
Napa	559	San Joaquin	4,420
Nevada	324	San Luis Obispo	486
Orange	9,997	San Mateo	3,500
Placer	502	Santa Barbara	2,246
Plumas	113	Santa Clara	5,904
Riverside	9,268	Santa Cruz	1,246

CSPP Slot Numbers cont.

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County	California State Preschool Children (CSPP) (2013-14)
Shasta	1,045
Sierra	--
Siskiyou	356
Solano	1,121
Sonoma	1,708
Stanislaus	3,166
Sutter	778
Tehama	397
Trinity	41
Tulare	3,989
Tuolumne	157
Ventura	2,940
Yolo	1,246
Yuba	710

Priority Levels

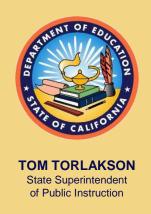- Priority I:
  - Counties and Regions with QRIS Action Plans on file with the CDE
  - Implementing the QCF and TRM

- Priority II:
  - Counties and Regions with a QRIS that incorporated the QCF and implements the TRM using the Implementation Guide
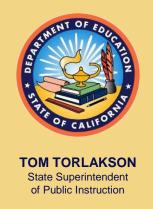
Preliminary Requirements

- Representatives Signatures(*EC* Sec. 8203.1)
- Description of local consortium, its process, and its QRIS
- Targets for CSPPs to achieve tier 4 or higher over next several years
- Description of use of funds
  - Local QRIS Block Grants for CSPPs at Tiers 4 and 5
  - To improve quality of CSPPs not yet at Tier 4
  - To assess or provide access
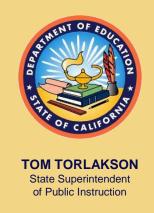
Examples of similar RFAs

- Career Pathways Trust
  - http://www.cde.ca.gov/fg/fo/r17/ccpt14rfa.asp
- After School Education & Safety
  - http://www.cde.ca.gov/fg/fo/r27/ases14rfa.asp

Approximate Timeline

- Release the RFA
- Letter of Intent
- Funding Amounts
- Priority I applications due
- Priority II applications due
- Reading, scoring, interviewing
- Appeals
- Awards

- Fall 2014
- Two weeks later
- One week later
- Two weeks later

- Four weeks later

- Dec/Jan/Feb

- Dec/Jan/Feb
- Jan/Feb/March

Questions

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State Superintendent
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Please note that if your question is not responded to during this live webinar, all questions gathered throughout this webinar series will be compiled and appear in a Frequently Asked Questions (FAQ) on our website.
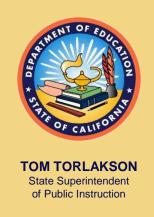
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Technical Assistance Resources

The following CSPP/QRIS resources are located at:

http://www.cde.ca.gov/sp/cd/op/cdprograms.asp

For the following:

- – Quality Continuum Framework
- – Tiered Rating Matrix
- – Continuous Quality Improvement Pathways

http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp

Need Additional Information?

Contact the Early Education Support Division by e-mail at
PSQRISBG@cde.ca.gov

Thank you.